

The Winona Normal Bulletin

SERIES III

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Teachers' Salaries and Living Expenses

INTRODUCTORY

To the Members of the Minnesota Educational Association:

At the annual convention held in St. Paul on Dec. 27-9, 1905, the following resolution was adopted:

"That inasmuch as the professional and scholastic requirements of teachers are being constantly advanced, and inasmuch as the cost of living has materially increased in recent years without a corresponding increase in salaries, we recommend the appointment of a committee of seven who shall in behalf of this association make an investigation upon the status of teachers' salaries and living expenses and report next year."

Pursuant to this resolution the persons whose names are undersigned were appointed to do this work. At the first meeting, held in Minneapolis on April 14, 1906, the committee adopted the form of investigation given in the circular, of which a copy follows. For data regarding rural teachers the counties of Mower, Houston, Nobles, Goodhue, Carver, McLeod, Renville, Otter Tail, Swift, Pope, Carlton and Polk were chosen as types. The matter of a minimum salary law was favorably considered and on motion left for further study.

Circulars like the following were put into the hands of the teachers in high and graded schools and in the twelve counties:

"In order to secure accurate and sufficient data, the committee is compelled to call upon the supervisors of school work for assistance, altho we know that to furnish information at this busy season of the year will call for considerable sacrifice on your part. We believe, however, that the people in general and school boards in particular, do not realize that the teach-

ers of their children are the most poorly paid workers in the community; and that the improvement of our schools and the development of the best citizenship depend upon increased remuneration for the teacher.

"We shall depend upon you, therefore, to place these blanks in the hands of each of your teachers, and to ask him to fill in a full and careful answer to the questions proposed thereon. We wish you also to fill out the blanks which follow on this sheet.

1. Your name.....
 2. For how long have you taught?.....
 3. Check the kind of position you hold:
 - County superintendent
 - Grade school principal
 - High school superintendent
 - High school teacher
 - Teacher ingrade
 - Teacher in semi-graded school
 - Teacher in first class rural school
 - Teacher in second class rural school
 - Teacher in rural school not receiving state aid.
 4. How much time and expense have you given in special preparation for your work as teacher?..... months.....dollars.
 5. Please give the cost (to you) of living for a year of 12 months, classified under the following heads:
 - a. Room and board, per year.....\$.....
 - b. Clothing per year.....\$.....
 - c. Washing, per year.....\$.....
 - d. Traveling expenses, per year.....\$.....
 - e. Books and periodicals, per year.....\$.....
 - f. Summer schools and institutes, per year.....\$.....
 - g. Church, charity and social expenses.....\$.....
 - h. Concerts, music and recreation.....\$.....
 - i. Medicine and doctor's bills, per year.....\$.....
 - j. Other necessary expenses, per year.....\$.....
- Total, \$
6. For how many months of the year are you employed as a teacher?.....

7. What is your annual salary as a teacher?.....
8. Are you wholly dependent upon your own earnings as a teacher?.....
9. How much are you able to save annually from your salary?.....
10. Please indicate the yearly wages of other wage-earners in your community, getting this by careful inquiry, and classifying under the following heads:
- a. Farm laborers, per year, not including board \$.....
 - b. Domestic servants, not including board, pr yr \$.....
 - c. Seamstresses, per year\$.....
 - d. Railway section men, per year.....\$.....
 - e. Buttermakers, per year\$.....
 - f. Painters and paper-hangers, per year.....\$.....
 - g. Your railway station agent, per year\$.....
 - h. Clergymen, per year\$.....
 - i. Carpenters, per year\$.....
 - j. The postmaster, per year.....\$.....
11. To what do you attribute the low salaries of teachers?.....
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12. In what way do you think teachers' salaries could best be increased?
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Note: So far as possible secure data by actual conference, giving assurance that information is strictly confidential, and that no individual's name will be used in the report."

At a final committee meeting at the Capitol on the 15th inst. the accompanying report was adopted and is respectfully submitted to the association.

C. G. SCHULZ
K. W. BUELL
H. L. MERRILL
C. M. JORDAN

GEO. F. JAMES
H. C. HESS
G. E. MAXWELL
Chairman.

Minneapolis, Dec. 26, 1906.

THE WAGES OF TEACHERS AND OTHER WORKERS COMPARED

That the wages of the public school teacher in America are lower than the wages of the ordinary industrious unskilled laborer can be shown beyond the possibility of contradiction by proof easily within reach.

Fair Basis for Comparison.—Before noting illustrations of this wage condition, it must be pointed out that since teachers are on expense thruout the year, it seems entirely fair that their annual rather than their monthly income be used in any comparison with other incomes. A very small per cent. of teachers are able to add to their income by securing profitable work during the vacation periods. On the contrary it is often expected by the public that teachers shall engage in some form of vacation study or in travel, to render their future teaching more effective. Last summer 5,635 persons attended summer schools for teachers in this state, and a careful estimate shows that 58% or 3,282 of these were experienced teachers. Again, 70% of the persons replying to our questions state that they are wholly dependent upon their own earnings as teachers for their support. Teachers teach school to earn a living for twelve months.

Average Wage for All Teachers.—The United States Commissioner reports for 1904, a national expenditure of \$167,824,753 for the salaries of 455,242 superintendents and all kind of teachers in our public schools, which gives an average of \$368 per year. This is not the minimum salary nor is it the average for rural teachers, but the average annual salary for all public school workers from city superintendent to rural teacher.

The average earnings of municipal street laborers in forty-eight cities in all parts of the country is \$9.66 weekly. Counting fifty weeks as an average year, these workers on the streets and sewers receive \$483 per year, which is \$115 more than the average for all teachers in the United States and \$75 more than the minimum salary for teachers in the same cities.

Teachers' Wages in Minnesota.—If we consider Minnesota salaries alone, conditions are somewhat better than for the whole country. But even here the wages of the unskilled

laborer are better than those of teachers of all classes. The nearest computation possible for Minnesota makes the average annual salary for all teachers \$411,* which is \$50 less than the annual income of section men on railroads, who receive from \$1.25 to \$1.75 per day, but is \$50 more than the income of domestic servants who average \$4.00 per week, in addition to board and home comforts.

However, if we think only of the 11,908 women who taught in Minnesota last year, whose average annual salary was \$336, we see that even the average domestic servant, earning \$364, was better paid than the average female teacher.

Teachers and Other Municipal Employees.—In Winona, a typical smaller Minnesota city, the nineteen men in the police department receive an average income of \$718 per year, the thirty-two men in the fire department an annual average of \$687, the ten men serving as janitors in the schools average \$636 while the eighty-five teachers in the city schools average \$618. That is, a policeman is considered to be worth \$100 more each year, the fireman to be worth \$69 more per year than the teacher, while the teacher is esteemed only a little lower than the school janitor, who gets \$18 more. It must be understood that these comparisons include all men and women in the schools from superintendent to kindergarten assistant, and that the average teaching service of the eighty-five teachers in the city of Winona is twelve years. Many of the teachers are college graduates and practically all of them have given at least two years to professional training in a normal school. Each of the twelve mail carriers in Winona gets \$850, which is more pay than the teacher gets by \$212 per year. (See Table I in Appendix.)

Teachers and Janitors.—This condition of affairs is duplicated everywhere. For instance, Mr. Aiton's thirteenth report shows that the average annual salary of the highest paid grade teacher in the high school towns of this state (omitting only Minneapolis, St. Paul and Duluth) is \$493, while the average annual salary of the janitor in the same high school towns is \$538.

*Total teachers in schools 13,597, total paid for teachers' wages \$5,594,799. (State Supt's. Report '06.)

Fifty-seven per cent. of our high school towns pay their janitor more than their best grade teacher. There were only twelve cities in the state last year which paid a grade teacher \$600, and only one which paid \$700, while there were thirty-one cities paying their school janitors \$700 or more, averaging \$881.

Postmasters and Superintendents.—In 1905 the postmasters in 154 presidential post-offices in Minnesota which are also high school towns, received an average salary of \$1,711 with \$3,500 each additional for office help, rent, etc., while the superintendents of the schools in the same towns received two-thirds as much, or an average annual salary of \$1,299. There were last year only two high school towns in Minnesota which paid their school superintendent more than their postmaster. (See Tables II and III).

Dentists and Superintendents.—It is found by careful inquiry that thirteen dentists in the city of Winona do \$50,000 worth of service in dentistry annually, but that 40% is consumed in bad debts, rent, office help, etc., so that only \$30,000 is net income. This gives an average for each dentist of a little over \$2,300 per year. This average is larger than the salary of the city superintendent.

A young man of good ability would have thirteen times more chances for a living salary in Winona in dentistry than in education. It can be said with certainty that there are six dentists in Winona receiving \$3,000 or over net income, while Inspector Aiton's last report shows that there are in the public schools of the state of Minnesota but six positions paying \$3,000 or over. The committee is informed by a prominent dentist that there are without doubt in this state one hundred men of his profession who receive a net annual income of \$3,000 or over, so that in Minnesota there are sixteen times as many positions to attract the young dentist as the beginning man teacher; and a dentist has as many chances for attaining a competency in the little city of Winona, which, the committee is informed, is a poor town for dentistry, as the man teacher has in the whole state of Minnesota.

Other Occupations.—Various other comparisons are made in tabulated form in the following:

Earnings for other service in Minnesota compared with those of teachers. (Minn. Labor Com., 1906.)

					Yearly Income
Farm laborers,	\$25	-\$30	per mo.	Board \$3.00	\$436
Domestic servants,	4	- 6	per wk	" \$3.00	364
Ry section men	1.25	- 1.75	da.	(50 wks, avg. est)	450
Painters and paper-hangers	3.00	da.	8 hr. (union scale)	250 da.	\$ 750
Boiler-makers	3.65	"	10 "	" 300 "	1035
Carpenters	3.00	"	8 "	" 300 "	900
Dress-makers	1.25	"	(2 meals)	300 "	375
Machinists	3.65	"	10 hr. (union scale)	300 "	1095
Plasterers	4.50	"	8 "	" 200 "	900
Plumbers	4.00	"	8 "	" 300 "	1200
Printers	3.50	"	9 "	" 300 "	1050
Steam-fitters	4.00	"	8 "	" 300 "	1200
Stone-masons	4.00	"	8 "	" 200 "	800
Blacksmiths	3.65	"	10 "	" 300 "	1095
Stone-cutters	4.00	"	8 "	" 200 "	800
Minn. Teachers ('06)	No. of Mo.		Mo. Salary	Yr. Salary	
Rural male	7		\$48.63	\$340	
" female	7		38.63	272	
Independent and Special					
male	9		104.27	938	
female	9		50.05	450	
Minnesota teachers, all classes	411				
Minneapolis, entire force	796				
" grade teachers	711				

The Pennsylvania State Bureau of Labor for 1904 gives the average yearly earnings of employees engaged in the production of pig-iron, coal, and textiles as follows:

	No. of Workers	Days in Yr.	Av Yr Earn
Pig Iron	14087	284	\$561.46
Anthracite coal	160859	231	574.28
		(For miners only)	684.78
Bituminous coal	137018	204	452.09
	" " "		462.56
Textile industry	26243 (males)	284	515.01
" "	31208 (females)	284	317.53
" "	6560 (children)	284	170.12

Average monthly salary of teachers in Pennsylvania in 1904.

8256 male teachers	163 das. or 7.8 mos @	\$51.96	\$405.19
23969 female	" 163 das. or 7.8 mos @	39.14	305.29

Salary of the County Superintendent.—There is no work connected with the school system of the state wherein the adjustment of salaries is more needed to meet present conditions and cost of living than in that of the office of county superintendent

No office in the county demands a higher educational preparation, and none involves greater responsibility. In most counties of the state the cost of supporting the public schools amounts to more than all the other public expenditures put together. It must necessarily follow that only the best school men and women should be deemed qualified to supervise such expenditures. It is far easier to find in any county ten men who are qualified to perform the duties of any other office in the court house than one man who is fully competent to fill the office of superintendent of rural schools. Yet, thruout the state, auditors, treasurers and other county officials are paid higher salaries than the superintendents of schools. (See Table V.)

No other county official incurs so great expense in the performance of his duties. The superintendent must keep a team and be away from home much of the time and the old custom of boarding around has become about as obsolete in his work as it has among the rural school teachers. One county superintendent of schools with a salary of \$1500 a year finds her traveling expenses in visiting the schools of the county so great that after six years of hard work she is \$84 short. This is an office under the present law where the more one does for the schools the less net salary there is for the earner.

THE BASIC REASON FOR INCREASED SALARIES

Not the Comparative Salary Argument.—The committee, in addressing either their fellow-teachers or the general public, do not urge the comparative salary argument in the teachers' interest, altho we believe that most teachers are getting less money than the same ability coupled with even less training would win for them in many other pursuits.

Not the Sentimental Argument.—Nor do we urge what might be called the sentimental argument, by pointing out that the teacher is dealing primarily with human souls, the most valuable thing in the world, molding them day by day

for good or ill, and so ought to be paid more than the man, who, say, makes horse-shoes, for we know that such service as is performed by teachers, mothers, preachers, and poets, cannot be measured in dollars and cents. This argument would include a discussion pointing out how the doctor deals with the abnormal and diseased in body, that the lawyer straightens out the tangles of civil and social life, and that even the preacher is not called to the "ninety and nine just persons who need no repentance," so that the primary duty of these callings is to reform, while the teacher's work in society is not to reform but to form, and it is therefore the most vital service in the world. The better the teacher's work is done the less will there be need for the doctor, the lawyer, or the preacher.

Not the Economic Argument.—Again, while the argument appeals to us that the laborer is worthy of his hire, and should therefore receive hire worthy of his labor, and while we believe that teachers as a class are not receiving pay in proportion to the requirements made of them, still it is not on this basis, primarily, that we are arguing for higher salaries.

The Best Reason for Increase.—In this discussion, therefore, it should be understood that our plea for an understanding of the teachers' salary question by the public at large is not primarily a selfish one. We know well enough that what increase may come will have little effect on us as individuals, nor are we influenced primarily by a professional spirit which would secure better conditions for our successors. Our primary interest in this matter arises from the fact that we are citizens, who love our country, and who fear that a half-century of present school salary conditions will see us dropping behind the civilized peoples of the world because the public elementary school shall have become a weak, inefficient make-believe, where senseless "isms" and shoddy work will predominate.

This argument is well put by a writer in the *School Journal* (V. 71, No. 26) who addresses the public as follows: "See here, my friends, you employ clerks, book-keepers, stenographers, carpenters, brick-layers, etc. Now you know what you pay these people, and you know about what you could get for \$368 a year. If you don't, just advertise for somebody to work

for you at the rate of \$368 a year and keep his family if he has one. Then line up the candidates and ask yourself how you would like to turn over the teaching and education of your children to each of these in turn, a year at a time.* * * * You do not owe it to the employee to pay him more, but you owe it to your children to have a higher-priced employee. They are entitled to a teacher whose vital energies are not consumed in the eternal problem of making both ends meet; whose freshness is not withered by the blighting prospect of old-age poverty; one who has time to rest and think; one who buys books and reads them, who courts the refining influences of music and art; who keeps a perennial youth by indulging in a reasonable amount of wholesome recreation; who broadens herself by travel; who can permit herself the luxury of friends—in short, they are entitled to a teacher who goes out and gets all the best there is of life into herself and then brings it into the school room to impart to her pupils. It isn't that the teacher ought to have all these things for her own sake, at least that is not the reason for your paying for them. It is that you and your children ought to have them, for their sake. It is not that you should permit the teacher to have these things; you should compel her to have them for the good of your children—and they are not to be had for \$368 per year."

A Serious Dilemma.—If teachers are not earning more than they get, then the welfare of the state is jeopardized. The education of the young is too delicate and too important a work to put into the hands of persons who cannot earn more than \$368 per year. On the other hand, if teachers are now earning more than they get, the law which causes workers to shift to fields where better pay is offered for the same ability will deplete the teaching ranks until the teachers will earn no more than they get. In either case the people must increase the pay of teachers or they will begin speedily to deteriorate and the public school become a by-word.

YEARLY DEPLETION OF RANKS OF BEST TEACHERS

Some one may ask at this point, "Why do men stay in a calling offering so little financial inducement?" The answer is simple; "They don't." The committee lists elsewhere in their report the names of fifty-nine Minnesota men who have with-

in ten years left for other callings the work of high school superintendencies alone. Inquiry among ten of these men indicates that the reason for the change was primarily low salary, secondarily uncertainty of tenure and in only one case was any other reason assigned. A comparison of the salary of these ten men during the last year of teaching with even the first year of other work, shows a definitely increased income, and in every case the financial gains increased very much more rapidly than they could possibly have done in the calling of teaching,—approximating two and a half times what would have been received had these men stayed by the ship. What calling is there which could suffer such loss of its best workers year by year and yet keep its standing among men? (See Tables VI and VII).

Here are extracts from the letters of successful teachers who have recently quit:

Mr. A, Bookman:—"My reasons for leaving educational work were (1) the uncertainty and insecurity of the tenure of office, and (2) the inadequate compensation. I place these reasons in the order of their importance as I viewed it at the time I made my decision. Had I been assured of a permanent position during life or good behavior at my then salary of \$1,200 I should have hesitated—probably refused to make the change, for I truly loved the work. But being on the ragged edge of uncertainty every spring finally got on my nerves and I determined to get out.

My salary the first year I left educational work was the same as the last year I taught. My present salary is approximately two and a half times as much as I received the last year I was in school work."

Mr. B, Law:—"Both the salary and the uncertainty of the future in school work were the chief considerations that made me get out of the profession. There is nothing that I ever expect to find that is so pleasant for me, per se, as school work. I have finished one full year of law work since, and the financial returns have been about two-thirds of what my last year's teaching salary amounted to. The coming year I shall undoubtedly make \$200 or \$300 more than I have ever made in any one year in school work."

Mr. C, Business:—"I withdrew from school work in the summer of 1900, after six years of consecutive service. My salary for the last year's work was \$1300, with an additional \$160, or something like that, for conducting a summer school. For the first two years after leaving school work I found it rather hard sledding, and my income was not enough to cover my very prudent expenditures, the latter amounting to possibly \$800, a year. Since that time I have been able to gather some headway and my present salary is \$1800 a year, in addition to dividends on my stock in the company, amounting to approximately 10% per annum. I think it would not be out of the way to say that the average net increase of my inventory for the six years since I left school would show approximately \$1600 per annum.

I enjoyed my school work and I believe that I was influenced to leave it and go into business for myself mainly by the fact that it took pretty nearly all of my salary to pay my expenses, and that I could see no particular prospect of materially improving my condition. I felt that the remuneration that I could expect to receive was comparatively small and that in the course of a dozen years I might find the younger men crowding me out, and then I would be too old to learn to do anything else.

Mr. D, Law:—"I cannot say that I left the profession of teaching for that of law on account of the small inducement offered in the former as regards salary; local conditions and an early inclination towards the law combining to influence me to a change of profession. I have now been in the profession of law six years; for the first few years my income was on the average about what I could have earned as a teacher; now my practice amounts to about twice as much as I could be earning as a teacher, and in another year I intend to have it trebled. I have always thought that a teacher is underpaid for the work expected of him, especially a male teacher. No wonder, then, that he is attracted to other professions where the possibilities as regards earnings are so much greater than in the profession of teaching, where the limit is set, and is not very inviting, to tell the truth. The greatest point, however, in favor of the other profession, is, to my mind, the independence found

there, whereas a teacher is always more or less subject to the whims or caprices of a school board.

Mr. E, Real Estate:—"My reason for leaving educational work was that I saw no way of making any money by remaining. I had a family to educate and was ambitious to lay something by for a rainy day, and I found that only with great difficulty and the utmost frugality could I accomplish this by teaching. I was never engaged in any work which I enjoyed as much as I did my teaching work. For the first two years after entering business I received a salary of \$3000 a year and an interest in the business which paid nearly as much more. After the first two years I drew a salary of \$4000 per year, and I think my share in the business was worth to me as much or more additional. I tell you this merely to show you that it was greatly to my financial advantage to engage in other work. During the last seven years I think I have saved more money than I could have saved in a life time teaching. I am now in a position where, if it were not too late to do so, I would like to return to the work and spend the rest of my days of usefulness in that line. As regards salaries in general, I have to say that so far as my observation goes men generally with the educational advantages which teachers usually possess can earn very much more in other lines than in teaching. We paid a book-keeper in our office \$1500 per year and all the advantages he possessed was a high school education, and a six months' course in a commercial college. He had, of course, some experience in book-keeping besides. It is to be deplored that teachers cannot obtain salaries which would at least approximate to the amount that they can earn in other lines."

Mr. F, Medicine:—"The best I could do during any year while in educational work gave me an income of \$1268. The first year of my present profession yielded me \$2002.68. At present my income is nearly double the latter amount. I left teaching because I felt that a teacher has not much of a future. During the first few years he earns as much per year as in all probability he will ever earn, and when he comes to the prime of life he is very likely to be laid upon the shelf. The tenure of office is too precarious. If a man has one influential enemy, the board of education is apt to decapitate him sooner or later. This is true in no other profession except perhaps the ministry."

Mr. G, Business:—"One reason for my leaving educational work was that I became desperately aware of the uncertainty of it. There were also other reasons. I had noticed that when the boys became a little older, they were little sought for, and in many cases had to give way before more vigorous, although less experienced men. I could, therefore, see no future in it from any point of view. I liked it, and therefore, stuck to it longer than perhaps I should have done. The teaching profession, if I may call it that, is on an entirely different basis from that of any other recognized profession. Those whom a lawyer or doctor serve are usually in a position to know when good services are tendered, and will appreciate them. Those whom a teacher serves are either not in a position to judge or do not take the trouble to find out as to the teacher's or superintendent's fitness. I found, for instance, that in many instances some work on the grand stand order would go a great deal further than real, careful, conscientious service. A winning football team, coached by the superintendent, would go much further to popularize him than careful work immediately connected with the superintendency. A more or less brilliant display of the pupils' talents at entertainments would, furthermore, make it easier for him to secure a raise of salary than good supervision. I could mention a hundred little instances where the writer indulged in some of this "grand stand" play. I am ashamed of it, and am ashamed of the conditions that tempt a person to do so. It meant dollars and cents for the next year in the way of salary, and goodness knows this is not to be despised when one is in the teaching business."

Mr. H, Life Insurance:—"My income last year in the insurance business was \$50 more than I received the previous year teaching in Minnesota. Personally I like school teaching, but am thoroly satisfied, after seven years of experience, at a good average salary, that I will die poor if I don't get out of the business permanently. And there is no question about it; schoolmen of ordinary ability can invariably in a short time get much better remuneration for work in other callings."

Mr. I, Medicine:—"First, I do not consider teaching a profession in the United States.

"Second, For services rendered, in time spent in preparation, cost of education, number of hours service rendered daily

in the profession of teaching, the expense of keeping up to date in literature and attendance at educational meetings, the salary paid is entirely inadequate and does not warrant ambitious young men to adhere to the profession of teaching in our public schools for any length of time.

"Third, The great tendency all over the country is to employ young men for superintendents, the old men being put on the shelf at the age of forty or forty-five, at which time the average school man is a nervous physical wreck and ought to be at the height of his professional career. In every other profession at this age of life a man is at his best, and I for one left teaching because I do not purpose to be put on the shelf or to be chloroformed at the age of forty-five. My salary is five times as great in the profession of medicine as it was while I was superintendent of schools in the village of ———, Minnesota.

SCARCITY OF MEN TEACHERS A SOCIAL WEAKNESS

The loss of men teachers entering other callings thru the necessity for better pay, becomes almost a national calamity, as year by year the number of men decreases. This absence of men in our schools was noted by the Mosely Commission of Englishmen as a distinct weakness. Mr. Mosely says: "Not only did I find comparatively few men engaged in teaching, but also few preparing to become teachers; and upon further investigation I discovered the reason to lie in the smallness of the remuneration, which is insufficient to attract a good class of men. This I think a serious defect, and I venture to suggest that higher salaries should be paid to teachers of both sexes, but especially to men, in order to make it worth while to take up the profession, not merely as a duty, but as a remunerative occupation."

"In many cases the actual money pay of teachers is higher in the United States than in England, but reckoning the difference in the standards of living, especially in those articles that are above necessities, both men and women are paid more here (England) than there."

In their joint report the commissioners say that they ob-

served that the remuneration of teachers is by no means always placed on a satisfactory basis; and they have also "been led to view somewhat with alarm the growing preponderance of women teachers."

Number of Men Decreasing.—The number of men in public school service has so decreased that in this country at present less than ten boys in one hundred ever come in contact with a man teacher, and in cities in the grades the number is scarcely two boys in one hundred. This means one man for 2000 children. While the number of women teachers has more than doubled since 1880, there are today fewer men teachers in the country than at that time. (1880, men 122,795; women 163,000; 1904, men 113,744; women 341,498.)

Percentage of men in whole number of teachers

(U. S. Com. Report, 1904)

	1880	1890	1900	1904	1906
In United States	43%	35%	30%	25%
In N. Cent. States	42%	32%	28%	23%
In Minnesota	36%	24%	19%	14%	12%

Why We Need Men Teachers.—It is not necessary in deprecating the absence of men in the schools to explain that no intelligent person questions the immense value of women's work in education. The need of the masculine type, however, is well put in a report by the New York City Male Teachers' Association.

I. "We hold that, in the nature of things, the man can most effectively influence the boy, by example as well as by precept, in his daily contact with him, in and out of the school room. Imitation is surely a paramount force in education, and we submit that, all things being equal, it is better for the boy to imitate a man rather than a woman. And in this connection we plead for men who are men—selected not merely for ability to pass a written examination in school matter, but with the view of choosing men whose personal influence shall be an inspiration to the boys who come under their charge.

II. If the boy is to be prepared for contact with the world, he should in school come under the direct, forceful control of a man. It is claimed that the boy needs refinement; we agree most heartily, but let it be a manly refinement, which

he can best acquire thru the influence of a refined yet forceful man.

III. The interpretation of a course of study is largely a matter of selection; and, generally speaking, men are interested in things which will interest the boy, and will naturally present things from a man's point of view, and we believe that is what the boy ought to get."

Munsterberg's presentation is even more forceful†: "Even granting what I am not at all ready to grant, that woman's work, preferred because it is cheaper to the community, is just as good as man's work, can it be without danger that the male youth of this country, up to the eighteenth year, is educated by unmarried women? Is it a point to be discussed at all that nascent manhood requires for right development, manly inspiration, direction and control? Where will this end? That very soon no male school teacher of good quality will survive is certain, but there is no reason to expect that it will stop there. * * * There was never before a nation that gave the education of the young into the hands of the lowest bidder?" * * * "The immediate outcome of that feminine mental type is woman's tact, aesthetic feeling, her instinctive insight, her enthusiasm, her sympathy, her natural wisdom and morality; but on the other side, also, her lack of clearness and logical consistency, her tendency to hasty generalization, her mixing of principles, her under-valuation of the abstract and of the absent, her lack of deliberation, her readiness to follow her emotions. Even these defects can beautify the private life, can make our social surroundings attractive, and soften and complete the strenuous, earnest, and consistent public activity of the man; but they do not give the power to meet these public duties without man's harder logic. If the whole national civilization should receive the feminine stamp, it would become powerless, and without decisive influence on the world's progress."

†American Traits.

WHY SALARIES ARE LOW

Tabulation of the answers of 1000 teachers to the question: "To what cause do you attribute the low salaries of teachers?"

1. Lack of appreciation of importance of teachers' work and expenses.....	400
2. Standards too low, hence too many teachers.....	241
3. No professional spirit (Underbidding).....	82
4. Teachers not sufficiently organized.....	81
5. Lack of funds (Unwillingness to tax).....	70
6. Too many teachers making teaching a stepping-stone	66
7. Employment of home teachers.....	23
8. Difficulty of judging relative merit of teachers.....	23
9. Wages fixed by ancient custom.....	21
10. No political rights or influence.....	11
11. Teachers get all they are worth.....	6

Three Closely Related Reasons.—The first two answers, which in point of number (62%) surpass all others combined, are closely interrelated. The fact that the teacher's work is regarded as of little importance leads the people to permit almost any person to engage in it. It is not, however, so much a lack of appreciation of the importance of education as of failure to appreciate the fact that teaching requires technical knowledge, expert skill, and force of character, and cannot longer be entrusted to simply intelligent persons temporarily out of work. Again, the third answer, that there is no professional spirit, accounts further for the low standard of efficiency demanded. The followers of other callings seek to protect their own ranks by setting standards, conducting examinations, and determining the preparation of young practitioners. That is, the effort to hold to professional preparation comes from within the body of workers. In the case of men desiring to become doctors, it is not the people primarily who rise up against illy-prepared young men, but it is the older physicians who jealously guard the ranks of their calling. With us, however, it is left for boards of education, the legislature, and other representatives of the people directly, rather than for the body of teachers themselves, to take the lead in setting the metes and bounds of our calling.

Effect of Third Grade Certificates.—So lacking are we in professional pride that we permit even persons who cannot pass the simple test of the second grade certificates to enter the schools with legal authority to teach upon a form of county certificate or permit, tiding over the candidate until the next examination. Indeed, last year there were issued 1146 of such permits. If each of these teachers taught only ten pupils, there were over 10,000 Minnesota boys and girls whose education, ideals, and characters were entrusted to ignorant and incompetent teachers. It would have been almost as wise a policy to put 10,000 sick children under the care of 1000 quack doctors. Had the money paid to these 1146 unprepared persons been turned into the wage fund of teachers, the annual salary of every teacher in the state would have been increased twenty-five dollars. To be sure the reason county superintendents seemed to be compelled to issue these permits lay in the insufficiency of salary to attract men and women of maturity, ability, training, and experience, but the licensing authorities received little assistance from the body of Minnesota teachers in an effort to keep up a decent standard of competency. However much we may be chagrined by Münsterberg's statement, we are compelled to admit its truth: "There was never before a nation that gave the education of the young into the hands of the lowest bidder."

Teaching Must Become Professional.—The old time citizen-teacher, giving his service at small pay for a short season, while he spent the remainder of the year upon his farm, will no longer meet the demands of an enlarged social life or the needs of a modern school. As the state passes out of its pioneer days into the age of complex life and keen competition, the trained, skilful, and sane teacher must become a much more vital factor in the social organism. In a democracy, where the high quality of the citizenship is the only hope of salvation, the school must be the most vital constructive force. But the most vital element in the school in turn is the individual teacher. He must be all we hope the child to become in morality, efficiency, manners, ideals, and character. He must have grasp of the subjects of the common school program of study, with special emphasis on their principles, their educa-

tional values, their basic methods of instruction, and wherever it is worth while these branches should be studied from the standpoint of the teacher as well as from that of the young learner. This technical knowledge should also cover the problem of education, its present place in the state, its development historically, and the determination of the right program of studies as demanded by the nature of the child and the needs of modern society. All this should be accompanied by the broader knowledge demanded by cultured people and required daily in the school room. However, this teacher which the state must put into its schools, cannot be found among persons whose "standard of living" can be maintained upon \$368 per year. Persons possessed of the capacity such skilled service requires, will not even choose the calling as a stepping-stone, not to mention their staying after having entered.

Sufficient Money for a Fair Wage.—Lack of funds is not even an excuse for low salaries. The rural districts where teachers' wages are the lowest are levying lower rates upon a much greater total of taxable property than in villages and cities. A concrete case from Goodhue County, which is typical, will illustrate: "During the past year the city districts have taxed themselves an average of 12 mills, the tax varying from 10 mills to 23.6 mills. During the same time the rural districts taxed themselves an average tax of 3 mills, the tax varying from 0 to 12 mills. This means that the man who lives in the city pays on the average four times as much special tax for the support of the schools as the man who has the same amount of property and lives in the country. It is no doubt because this fact is not known that some people will grumble when the more progressive citizens of their district wish to have some improvements in their school.

"A few diagrams may be helpful in making clear these items in the report. Note first how the assessed valuations of the city schools and the rural schools compare.

Cities, \$3,550,000

Rural Districts, \$9,000,000

Next, note the comparison of the amounts of money spent for schools.

Cities, \$77,193.23

Rural Schools, \$57,188.54

When divided by the number of pupils enrolled these amounts yield the following as the cost of each pupil.

Pupils in city schools, \$26

Rural schools, \$14.66

In rural schools with a small enrollment, the cost per pupil is of course much more; \$14.66 is the average for all the schools.

"It may be of interest right here to mention the fact that the training of a bad boy in the state school at Red Wing costs the state about \$235 a year." (Co. Supt. Boraas's last report.)

In Fillmore county the seven high school districts pay an average of 17 mills, while the rural districts average 4 mills. This is illustrative of conditions thruout Minnesota. The average special tax raised last year for the country schools, where salaries are lowest and teachers in consequence are poorest, for the fifty-eight counties reporting, was 6.27 mills. For the 185 high school towns last year the special school tax was 17.7 mills; while in the state graded schools it was 16.8 mills. In one small county last year there were twenty-eight teachers who received less than \$30 per month and in another, twenty-five teachers.

Yet the farm wealth of the country for 1906 as given in Secretary Wilson's tenth report is estimated as follows:

Corn.....	\$1,100,000,000	Tobacco.....	\$ 55,000,000
Cotton.....	640,000,000	Sugar, syrup	
		and molasses	75,000 000
Hay.....	600 000,000	Flax Seed.....	25,000,000
Wheat.....	450,000,000	Rice.....	18,000,000
Oats.....	300,000,000	Rye.....	17,000,000
Potatoes.....	150,000,000	Hops.....	7,000,000
Barley.....	65,000,000	Unenumerated	3,000,000,000

Total, \$6,794,000,000

By a 25 mill tax on this immense crop, a rate exceeded by a score of high school towns in Minnesota last year, the farmers alone could pay the entire salary budget for teachers in the

whole country without a cent from the school funds or anywhere else, and without a cent of tax on other property.

What We Spend for Other Things.—Here are some actual figures of American expenditures which have a bearing upon the question: "Can we afford to pay larger salaries to teachers?"

Annual national government appropriation	
for 1907.....	\$ 741,000,000
Annual national pensions to old soldiers..	140,000,000
Annual national expense for Army and Navy	174,000,000
Annual "drink" expenditures.....	1,450,000,000
Annual expenditures for beer alone	700,000,000
Annual expenditure for tobacco.....	750,000,000
Annual U. S. expenditures for superintendents and teachers ('03-4).....	167,824,753
Total annual expenditures for public schools ('03-4).....	\$ 273,216,000
The annual expenditure per capita for alcohol and tobacco	\$29.00
For all forms of education ('03-4) per capita	3.30
The annual per capita expenditure per pupil ('03-4)	24.14

The fact of the matter is, seen in any discussion of school funds, that as a people we are not even half in earnest about public school education.

Too Many Women.—The sixth answer, too many women teachers, given sixty-six times is partially the cause and partially the result of low salaries. Most forms of remunerative work are closed to women. Teaching is the most inviting calling. They enter it temporarily at a salary very much lower than is offered for like ability in fields limited to men. With the very low standard of efficiency required, girls seventeen years of age may enter the service.*

A marked raising of standards of scholarship, maturity and efficiency would of course greatly reduce the supply but this step is impossible so long as it is believed that schools ought to be run even with poor teachers and while salaries will not attract better ability.

*13,597 teachers are too many for Minnesota. Our 431,690 children, enrolled 40 per room, would require only 10,793. Last year 2804 unnecessary teachers at \$411 drew \$1,152,444, or \$106 from each of the teachers really needed.

Home Teachers.—The seventh answer for low salaries may be an explanation but it is not a reason. Teachers should be permitted to gain a residence in any community and be given a salary for the service rendered whether they board at home or elsewhere. Equal ability ought to merit equal income wherever one's residence. In no other calling do employers inquire as to a worker's residence before they fix the salary or wages. Here again is seen the remarkable exception to the general plan of determining income by the excellency and value of service rendered. In its place we see the narrow suicidal policy of employing the lowest bidder with little reference to fitness and efficiency. "There was never before a nation that gave the education of the young into the hands of the lowest bidder."

No Measure of Teaching Efficiency.—The eighth reason, difficulty of judging relative merits of teachers, in the opinion of the committee, is one of the difficult problems in the whole subject. If an architect is a failure, the fact is the common property of all. His bridge falls into the river or his building is expensive, inconvenient, and full of flaws. The loss of the lawyer's case or of the physician's patient is open to the observation of all and the percentage of losses soon establishes his incompetency. The teacher, however, works in an isolated field. The best fruits of his work come thru the unseen influences of subtle, spiritual powers, and do not appear until years after their planting. On the other hand, the teacher may be going thru the forms of teaching and may seem to the pupils and even to his supervisor to be teaching, when the spiritual condition of the school may be stunted or dead.

Some method of judging the worth of teachers must be employed aside from counting the number of years during which they have been on the pay roll, or their ability to answer questions in examinations. No business house in the state pays like salaries for like periods of service nor does it increase salaries in the ratio of years of service, but merit, growth, ability, and worth of service are the only bases for advancement in salary.

Again, teachers who continue to grow should continue to receive increased salary in the same position, without regard to the grade taught. Poor work should not be tolerated in

intermediate grades any more than in the higher grades. We want, as teachers, to secure methods of determining whether every dollar put into the school brings back a like amount of service. For the sake of good teachers we must learn how to detect and expel poor teachers, so that real competition and emulation in skill, the spur to growth in most callings, shall not be absent from teaching, and the ambitious worker, the element which in any other calling leads to discovery, growth, and progress, shall not be crowded out by inefficiency and underbidding. It is the unjust and ruinous competition of mere numbers, with little or no discrimination as to ability, which keeps down salaries. To most boards a teacher is a teacher, and the one who will work the more cheaply is the better. A supply of skilled supervisors who know how to judge teaching efficiency, waits upon the public demand manifested in a living salary.

WHAT REMEDIES FOR LOW SALARIES?

Here follow the answers of Minnesota teachers to the question, "What remedy do you propose for low salaries?"

1. Educate people to vital importance (Agitation).....196
2. Make higher standard for certification.....150
3. Teachers pull together (Concerted action, not union)..127
4. Pay salary in twelve installments..... 86
5. Pass a minimum salary law..... 84
6. Reform taxation..... 65
7. Teachers give better service..... 43
8. By unionizing..... 38
9. Elect better educated board..... 11
10. Make positions more permanent..... 9
11. Give women political rights..... 7
12. Consolidate rural schools..... 7

Public Not in Earnest About Education.—It will be noted that the remedies proposed are applied directly to the causes of low salaries just listed, and in the same order. The first remedy, that of wise and persistent agitation, the education of the public, is fundamental. This method has been employed in every community where any marked increase in salary has been secured. As has been already pointed out,

no rise in standard is possible in this state until salaries which will attract better ability have been secured. To hope for higher standards without higher remuneration is to hope to make bricks without straw.

Duty of Teachers.—Much more concerted action is possible and desirable in a campaign of education for better school work and so for better salaries. The teachers themselves have scarcely realized the injustice the children of the country suffer from the parsimonious and short sighted policy which pays four times as much for beer as for teachers. It is our business as teachers, not in a timid and apologetic way, but with courage and earnestness begotten of real interest in children and the welfare of the commonwealth, to inform ourselves fully regarding the conditions growing out of the miserably low estimate which is being put upon the wise instruction and education of the rising generation, and to point out to the people the danger they are in.

Unionizing.—The reader should note the comparatively unimportant place in the minds of teachers occupied by the idea that their salary conditions can be bettered by unionizing. Teachers are in a sense state officers, engaged in public service, members of a specialized calling, who could not practically and ought not theoretically combine to enforce the alternative of higher salaries or closed schools. A straightforward, lucid, and dignified presentation of the justice of our contention will eventually gain the ends we seek. But boards of education and the public are acting far from a wise part in allowing an injustice to continue because there is no danger of a strike. This is what one would expect from a selfish money-making concern, but not from an enlightened government.

A Minimum Salary Law.—Attention should be drawn specially to the fifth remedy offered (in 84 replies), a minimum salary law. This raises in some minds an important question: Should the state in our democracy where local government, especially of schools, has always obtained, and in a decade when the centralizing of power, notably in the federal government, is in danger of going too far, seek to dictate in local affairs to the extent of fixing the minimum amount to be paid to the teacher?

There can be but one answer to this question. The schools of Minnesota are a general and uniform system, established by legislation, partially supported by a state fund and a state tax, taught by employees who are licensed by the state, filled by children subject to compulsory attendance, who study subjects set by state law, for a statutory period each year. Any person employing a child under sixteen years of age during the period of the session of the school will by state law be severely punished.

There can be no doubt of the fundamental fact that the schools are as much the concern of the state as of the neighborhood, and that where local intelligence and patriotism are absent, the state must step in and compel the community to measure up to a certain fair minimum of salary prescribed by statute. Indeed the local board of education may fairly and properly be regarded as the agent of the state, charged with the duty of carrying out her educational policy and very properly subject to a minimum salary law, as it is subject without question to the other laws enumerated. A wisely drawn minimum salary law is the one remaining important legislative act in Minnesota, to make the former acts effective. As one has said, "The educational field has been harrowed, cultivated, hoed, raked and weeded. What it needs now is fertilizer."

Salary Laws and Concentration of Rural Schools.—A minimum salary law would work great good in influencing weak schools in the country to consolidate. If a district must pay a monthly salary of \$50 for eight months, they will gladly seek the assistance of neighboring districts. It is the possibility of paying \$25.00 for five months which leads a district to refuse to unite with other districts where a better school sentiment pays higher taxes. By raising the rural school tax to one-half of what the town schools pay, they could make the teachers' salary uniformly \$50 and carry all the children to school by team. The minimum salary law, it is believed, would centralize the rural schools, which from the side of efficiency is the only solution of their problem.

Effect of State Aid on Wages.—There has been a favorable increase in the average salary of teachers in this state during the past ten years. This increase must be accounted for par-

tially in the increased wealth of the state, in the general increase of wages which has accompanied the increased cost of living, but primarily in the liberal policy of state aid, accompanied by state control of the issuance of licenses to teach. However, while special aid has attracted many schools, and has drawn them toward better things and influenced to some extent most schools in the state, that there are still very many schools uninfluenced by this plan is shown by Supt. Buell's forthcoming historical report of the Fillmore county schools:

"The Unaided and Small Schools.—While the state has done much for the graded and high schools and also helped very effectively a comparatively small number of rural schools, its influence has been very depressing rather than helpful to the greater number of rural schools. It has a tendency to make the strong schools stronger and the weak ones still weaker. An institution as democratic as the common schools should never suffer such discrimination.

Let us take for illustration the rural schools of Carrolton Township:

No.	Value of School House	Heat and Ventilation	Bks in Lib'ry	Gr of Tchr.	Wages Paid	No. of Pupils	Days of School	Av. das Attnd.
49	\$500.00	Stove		2	\$30	20	140	78
50	600.00	Stove	40	3	30	16	140	67
51	800.00	Stove		2	40	11	140	92
52	500.00	Stove	30	3	28	6	120	77
53	400.00	Stove	31	3	30	12	140	97
54	500.00	Stove	60	2	30	23	120	89

"The schools of this township have never come under the influence of state aid, and what is more they cannot under their present organization on account of their small attendance. There has been no apparent improvement in these schools for the past thirty years. The tendency has been downward. There are six districts in this township outside of Lanesboro. The houses are all of ancient design and cheap. No attempt has been made to improve the method of heating and ventilating over the method of fifty years ago. The cheapest teachers are employed. There are not enough pupils in regular attendance in any one district to make a good school, and I presume the reason for all this lack of progress in these schools is found in the fact that the school attendance has been growing smaller thru all these years.

"In these same six schools, twenty years ago, there were registered 243 pupils. The number registered last year was 88 pupils. The cost of keeping up these six schools for one year was \$1,743.54 or \$20 per pupil, which was just 22 cents a day for each day the pupils attended school.

"In the Lanesboro graded and high school, in the same township, the cost per day for each pupil that attended (the only just comparable unit of cost) was a little less than 14 cents a day. The average rate of special tax in these six districts last year was 3.4 mills; in the Lanesboro district the tax was 18 mills.

"If the six small districts would unite and levy half the rate of tax that the Lanesboro district does, they might have a graded school in the most convenient place in the township, transport by team every child in the district, to this center, have all modern school conveniences, employ the best graded teachers, have their children at their own fireside each night, and maintain in all respects a better place to educate their children than can now be found in any town or city. The regular and increased attendance of such a school would not make the cost of a day's attendance as much as it is with the present very unsatisfactory system.

"Lest it be said that this township represents an exceptional condition, that it is not as thickly populated as others, and that such conditions do not exist elsewhere, let us take one of the very best townships in the county as far as farm-lands and material prosperity are concerned."

Sumner Township

No.	Value of School House	Heat and Ventilation	Bks in Lib'ry	Grof Tchr.	Wages Paid	No. of Pupils	Days of School	Av. das Attn'd.
118	\$500	Stove	100	2	\$33	22	160	65
119	800	Stove	96	No school			0	
120	1100		95	1	40	29	180	113
121	750	Stove	150	No school			0	
122	800	Stove	126	2	35	32	160	101
123	500	Stove	74	No school			0	
124	200	Stove	84	2	42.50	31	160	90
125	600		100	2	35	28	160	88
126	350		141	2	30	18	160	107
127	1000	Stove	71	2	30	23	160	69

Such schools must be attacked from behind. This rear attack can best be made, in the opinion of your committee, thru the passage of a minimum salary law. The state is over liberal in giving the regular apportionment to scores of districts in the state which vote from one mill to three mills special tax, when it offers only the same assistance to villages which are willingly paying ten times as much school tax.

Minimum Salary in Other States.—This minimum salary method of dealing with the situation is now receiving marked favor among thoughtful people thruout the country. The best teachers' salaries in the country are paid in New York city as the result of a minimum salary law passed in 1888-9. Five states have recently passed and are now administering minimum salary laws for teachers. In four years Indiana has increased her average salary for teachers 36% thru legislation, making the lowest salary not lower than \$40. Ohio last winter enacted into law a requirement that no board employ a teacher for less than \$40 per month for eight months in the year. Pennsylvania, unable to go so far has by law a minimum salary of \$35, for a minimum period of seven months. The minimum in West Virginia is now \$35, \$30 and \$25 for the first second and third grade certificates respectively. In Maryland the minimum salary is \$300 for the year. North Dakota has just enacted such a law making \$45 per month the minimum.

Here follow brief references to the workings of the law:

Indiana.—"While there has been a tendency for teachers' salaries to advance naturally as shown by the increase of the salaries of men in the city schools, yet the prime reason for the advancement has been the operation of the minimum term and the minimum wage laws. This is shown by the fact that salaries remained virtually stationary for five years prior to the enactment of these laws, and have increased 36.2% in three years since they went into operation."

Pennsylvania.—"The minimum salary law has increased salaries over the entire state. It has led to the closing of some schools, with a slim attendance. The chief argument against the law was that it would bring down the salaries of the best teachers. The prediction has not been verified. Some taxpayers opposed the law and we had a great fight to pass it." (Letter from St. Supt. Schaeffer, Nov. 1906.)

Maryland.—"The minimum salary law passed for Maryland in 1904 had the effect to increase the salaries of 1500 teachers; this increase varied from 5% to 30%, and, in my opinion, has had a most salutary effect.

"The school boards of the state have pretty generally endorsed the features of the law. In some counties where the county school tax-rate had to be raised, there was naturally some complaint, but these were few.

"The main argument in opposition to the law was to the increase of the state tax from 17 to 22 cents. (i. e., 1.7 to 2.2 mills.)

"There ought to be an addition to the present minimum salary law,—another minimum of \$450 to such elementary teachers as hold first class certificates; the class of certificates in this state is determined by the power and efficiency of the teacher. We will ask the next legislature to pass such a law." (Letter from St. Supt. M. Bates Stephens, Nov. 1906.)

North Dakota.—"We in North Dakota are grappling with the same question and trying to solve this great problem. Our minimum salary law which went into effect the past summer is working splendidly. Now we are after higher professional training." (Letter from Supt. S. Henry Wolfe, Dec. '06.)

Ohio.—"Our minimum salary law gave the elementary teachers of the state over a million of dollars, possibly a million and a quarter. We have nearly 25,000 teachers. The **average** monthly salary before this law was enacted was \$35.00. The minimum is now \$40.00. The difference between average and average would be considerably more than from the old average to the new minimum. Answering your questions in order. What were the principal objections? One was that such a law would violate the fundamental principle of the right to contract on the part of the board of education. Another was that it was class legislation. Another was that it would not be constitutional. These were the objections to the minimum salary part. There was a quiet opposition to the state aid clause on the part of some of the state institutions.

"In nearly every case where there was a salary schedule with minimum below forty dollars, the grade teachers who were receiving more than forty had their salaries increased as many dollars per month. I know of whole corps of teachers

in grades receiving such increase. It has increased the salaries of high school teachers but the direct influence here is more difficult to establish.

"It has increased the salaries of the elementary teachers more than a million dollars. This law also was passed in the face of the indifference and in a few cases the opposition of quite a number of superintendents and high school teachers who feared such a law would decrease their salaries. I have not heard of but one such case and have been seeking for information on the exact workings of the law."

(Letter from S. K. Mardis, Pres. Ohio School Improvement Federation, Dec. 06.)

COST OF LIVING

The best source of authoritative and impartial information regarding the cost of living is the Bulletins of the national Bureau of Labor. Tables (see Tables IX and X) summarizing the wholesale prices of 250 kinds of articles and commodities used in daily living, for the period of fifteen years prior to 1905, show a marked increase in prices for the last ten years of that period. Farm products in 1904 wholesaled 41% higher than in 1897; other foods were 19.5% higher, clothing 18.7%, fuel and lighting 36.2%, etc., and the average for all kinds of goods was 25% in advance of the prices in '97. While no authoritative figures are given regarding the cost of living during the past two years, general opinion holds that the increase has been even more marked than during any previous two years. It is clear, therefore, in the language of the resolution, that "the cost of living has materially increased in recent years without a corresponding increase in salaries."

Teachers' Expenses Especially High.—The cost of the teachers' living is high compared with that of most callings. Teachers must live in well-to-do homes and other respectable boarding places. They require and must pay well for the special privileges of quiet for study, opportunity for receiving calls or entertaining pupils. They must dress well, support lectures, charities, attend conventions, and indeed often meet items of expense for school equipment. In general they must carry the burden of an expense for living quite out of propor-

tion to their income. Often in the face of these conditions, teachers are striving to meet the payments on a college debt, to help others dependent upon them for financial assistance, and in all cases are trying to lay by a sinking fund for old age. These statements explain the high average for living expenses set forth in the replies (see Tables XI-XIII) of over 1000 teachers of all classes, and explain the small margin of savings.

CONCLUSION

The committee has sought to avoid "incoherent lamentation" over low salaries. It has sought on the contrary to present in all fairness facts and figures which have bearing upon the matter and to name certain social and economic arguments which appear to justify a marked increase in expenditures for education and especially for teachers' salaries.

We urge upon teachers an unprejudiced study of wage conditions and a dignified but forceful presentation of these conditions to public school patrons, not from a motive of personal advancement, but from an earnest desire for the pupils' good, laying emphasis upon the ominous decrease in the number of strong men teachers.

We call upon teachers to stand for professional efficiency, especially to hold up the hands of county superintendents who refuse to issue the so-called third grade certificates, and in general to join in crowding out and keeping out incompetents.

We believe that this Association would do well to have a standing salary committee constantly at work to furnish fresh and effective campaign material, to report the progress made elsewhere in this fundamental problem, to keep a close watch upon the laws of the state which affect the remuneration of teachers, and in general to initiate and maintain a prudent, persistent, and consistent "living salary" campaign. No body of teachers serves a state more liberal toward the good which it sees than we of Minnesota. When our people come to be in earnest about education they will take care of the teachers' salaries, which will in turn strengthen several other weak places in our system? It is our business to create this intelligent

public sentiment. The committee therefore expects teachers to accept the unpleasant facts of this report not for discouragement but for work.

The committee recommends, finally,

1. That after the year 1910 one of the requirements for license to teach in Minnesota be at least one year of professional training. (Not retroactive.)

2. That the minimum age at which any person may be licensed as a public school teacher shall be eighteen years.

3. That as the next step in Minnesota's movement toward the best things in public school education, a minimum salary law be enacted, to awaken unthinking, parsimonious districts, which compel the future fathers and mothers of the state to grow up under the make-believe tuition of an underpaid, untrained youth.

APPENDIX

Table I

Annual earnings of municipal street laborers, and molders in jobbing and machinery foundries, (counting 50 weeks, or 300 days in the year) and elementary teachers, compared in fifteen cities of the United States.

(N E. A. Salary Report.)

	Av. wages St. laborers	Molders' min. wage	Elem. teach'r min. sal'ry
Boston	\$603.00	\$825.00	\$552.00
Cincinnati	493.50	960.00	400.00
Cleveland	480.00	900.00	475.00
Minneapolis	555.00	864.00	450.00
New Haven	534.00	825.00	300.00
New Orleans	481.00	900.00	315.00
New York	631.00	900.00	540.00
Peoria	480.00	900.00	350.00
Philadelphia	503.00	870.00	470.00
Pittsburg	525.00	900.00	350.00
Racine	450.00	855.00	325.00
St. Louis	450.00	864.00	400.00
St. Paul	450.00	864.00	400.00
Seattle	697.50	1050.00	550.00
Average	\$528.87	\$901.70	\$429.13

Table II

Minnesota Ry. Agts., Postmasters and City Supts. (1904-5)

Town	R. R. Agt.	Postmaster	Supt.
Appleton	\$1183 (C. M. S.)	\$1500	\$1050
Blooming Prairie	1002 "	1300	950
Canby	1450 (N. W.)	1600	1125
Chatfield	1100 "	1500	1200
Dodge Center	1200 "	1400	1200
Fairmont	900 (C. M. S.)	2000	1400
Faribault	1080 "	2600	1800
Farmington	840 "	1300	1100
Fulda	1056 "	1200	950
Glencoe	1284 "	1600	1500
Granite Falls	1073 "	1800	1100
Hastings	1000 "	1100	1250
Jackson	1398 "	1600	1100
Kasson	1150 (N. W.)	1400	1125
Lake City	840 (C. M. S.)	2100	1250
Lamberton	1000 (N. W.)	1400	900
Lanesboro	1260 (C. M. S.)	1200	1200
LeSueur	1026 "	1600	1200
Marshall	1650 (N. W.)	2000	1500
Minneota	950 "	1200	1050
Montevideo	1564 (C. M. S.)	1900	1500
Northfield	1020 "	2400	1600
Olivia	1002 "	1400	1200
Owatonna	1080 "	2400	1600
Pine Island	800 (N. W.)	1100	900
Pipestone	990 (C. M. S.)	2000	1400
Plainview	1050 (N. W.)	1400	1050
Red Wing	1200 (C. M. S.)	2500	1900
Red Wood Falls	1450 (N. W.)	1700	1200
Rochester	1012 "	2400	1700
St. Charles	1200 (N. W.)	1500	1200
Sleepy Eye	1350 "	2300	1300
Wabasha	1080 (C. M. S.)	1600	1300
Wells	1080 "	1700	1400
Winnepago City	900 "	1700	1200
Winona	1320 "	3100	2000
Zumbrota	1050 (N. W.)	1600	1000
Average	1124	1729	1281

The average annual income of Great Northern R. R. agents at Alexandria, Litchfield, Sauk Center, Howard Lake, Barnesville, Benson, and Morris for 1904-5 was \$1176 per year, the average annual salary of the postmasters in the same towns for the same year was \$1442, while the average annual salary of the superintendents was \$1342.

Table III

Southern Minnesota Supts. and Methodist Preachers (1904-5)

Town	Supt.	Methodist Preacher	Town	Supt.	Methodist Preacher
Adrian	\$1000	\$ 800	Morton	900	750
Albert Lea	1800	1250	Northfield	1600	1250
Austin	1550	1400	Owatonna	1600	1240
Blue Earth City	1400	1150	Pine Island	900	920
Caledonia	900	800	Pipestone	1400	1180
Canby	1125	800	Plainview	1050	900
Cannon Falls	1000	600	Preston	1400	1000
Chatfield	1200	1050	Red Wing	1900	1400
Dodge Center	1200	800	Red Wood Falls	1200	1400
Elmore	900	1050	Rochester	1700	1600
Fairmont	1400	1050	St. Charles	1200	800
Faribault	1800	950	St. James	1500	1000
Farmington	1100	800	St. Peter	1500	900
Fulda	950	850	Sherburn	1200	600
Hastings	1250	700	Slayton	1200	1000
Jackson	1100	775	Stillwater	2100	1000
Janesville	300	850	Tracy	1500	1000
Kasson	1125	1000	Waseca	1400	1000
Lake Benton	900	850	Waterville	1250	920
Lake City	1250	1000	Wabasha	1300	700
Lake Crystal	1100	900	Wells	1400	1200
Lakefield	950	900	Windom	1400	1350
Lamberton	900	514	Winnebago City	1200	1400
Le Sueur	1200	800	Winona	2000	2100
Luverne	1400	1100	Worthington	1400	1200
Madelia	1100	900	Zumbrota	1000	850
Mankato	1700	1600			
Mapleton	900	600			
Marshall	1500	1500	Average	\$1276	\$1016

Table IV

Average Monthly Salaries of all Teachers (1904)

(U. S. Com. Education, 1904)

	Men	Women		Men	Women
United States	\$50.96	\$41.54	North Central		
North Atlan- tic division	67.55	43.57	division	54.54	42.30
South Atlan- tic division	32.12	29.51	Western Div.	70.98	56.42
South Central division	43.51	35.77	Indiana	56.84	50.64
			Illinois	67.33	57.95
			Iowa	48.24	35.51
			Minnesota	58.30	40.56

Table V
Further Information Regarding Schools in the Typical Counties Chosen

	No. mills special tax	Av. mo. salary		Mo. salary less than \$30	Av. No. months of school	Auditor's salary, exceeds Co. Supt's salary
		Male	Female			
Carlton	14	62	43	0	7	No data
Carver	5.1	59	41	0	6.9	No data
Fillmore	4	36	34	14	7.3	No data
Goodhue	3.3	45	38	2	6.7	\$360
Houston		37	31	28	6.6	200 plus clerk hire of \$300
McLeod	3.95	53	41	0	7.7	625 and ditch fees
Mower	4	45	35	13	7.6	1100
Nobles	4.4	54	39	0	8	700
Otter Tail	4.5	45	39	0	7.07	Same
Polk	7.2	46	40	0	7	Same with ditch fees of \$500 to \$1000
Pope	5.9	40	37	3	6.61	420
Renville	4.1	47	39	0	7.2	1000
Swift	4.8	43	39	0	7	450
Winona	4.46	44	33	25	7.8	1200

Table VI

Partial List of High School Superintendents who have left teaching in Minnesota during the last ten years for other callings:

Adams, Chas. S., Law	McCann, C. A., Journalism
Adams, E. G., Journalism	Miller, J. C., Banking
Bagley, H. E., Law	Miller, C. B., Law
Ball, W. R., Business	Nelson, Andrew, Law
Barnum, W. W., Real estate	Pfaender, Albert, Law
Bomberger, F. J., Medicine	Pfeiffer, H. G., Banking
Bridgman, Wm., Medicine	Phillips, J. E., Farmer
Brown, S. F.	Ross, P. W., Real estate
Budlong, F. D., Ministry	Rowe, A. M.
Burns, R. H., Law	Sawyer, C. L., Real estate
Carlson, C. F. W., Business	Schmidt, Aaron F., Medicine
Christopherson, C. H., Law	Schmitz, W. J., Bookman
Dean, F. E., Railroading	Selleck, W. F. F., Real estate
Dewey, R. E., U. S. Marines	Shellback, C. H.
Donaldson, E. J., Merchandising	Shroyer, H. W., Bookman
Elford, E. J., Insurance	Smith, Geo. A., Farming
Farnsworth, S. A., Business	Sperry, E. J.
Giles, J. F., Insurance	Stahl, H. V., Insurance
Guthrie, C. E., Medicine	Taylor, R. D., Law
Hawker, C. S., Law	Thomes, A. P., Business
Hitchcock, R. W., Journalism	Thorson, I. A., Business
Hollands, W. H., Real estate	Uhl, A. W., Law
Kilgore, W. W., Business	Vaughn, L. N., California
La Due, S. J., Business	Walker, Geo. W., Chemist
Lewis, J. H., Wheat farm	Walter, W. B., Bookman
Locker, A. M., S. S. Mission work	Weatherson, C. E., Fruit raising
Manuel M. H., Business	Webster, A. M., Medicine
Manuel, R. W., Business	Whitery, F. A., U. S. Patent office
Marshall, John, Electrician	Williams, McD., Banking
McBee, A. L., Bookman	

Table VII

Data regarding number of teachers, average salaries, and school population in both common and independent-special districts in Minnesota

COMMON DISTRICTS

	1900	1901	1902	1903	1904	1905	1906
Males	1764	1731	1613	1419	1422	1367	1255
Females	6114	6400	6952	7099	7292	7445	7622
Total	7878	8131	8565	8518	8714	8812	8877
% men teachers	22.3	21.2	18.83	16.54	16.3	15.51	14.1
Mo. Salary, male	\$38.30	42.26	43.46	45.16	45.71	47.30	48.63
Female	31.08	32.74	33.14	35.25	36.25	37.00	38.83

INDEPENDENT AND SPECIAL DISTRICTS

	1900	1901	1902	1903	1904	1905	1906
Males	288	376	361	350	445	405	434
Females	2620	2625	3679	3751	3924	4103	4286
Total	2708	3001	4040	4101	4369	4508	4720
% men teachers	10.6	12.52	8.93	8.5	10.1	8.9	9.2
Mo. Salary, male	\$91.57	91.85	93.50	97.57	98.81	101.01	104.27
Female	44.00	44.98	44.87	45.74	48.56	48.88	50.05
Total teach. all							
Public schools	10586	11132	12605	12619	13083	13320	13597
No. pupils in all							
Public schools	399207	403041	414671	415498	423663	430005	431690

This table shows that since 1900, while the number of children in our public schools has increased 11% and the number of women teachers has increased 39.5, the number of men teachers has decreased 17.6%. It shows also that the monthly salary of all public school teachers has increased 22.9% in the same period. For the ten years previous to 1900, in common districts, there had been no increase in salary: 1890, male \$42.00, female \$31.09; 1891, male \$38.26, female \$30.99; 1892, male \$40.79, female \$31.40; 1893, male \$41.75, female \$31.80; 1894, male \$39.38, female \$32.66; 1895, male \$38.91, female \$30.78; 1896, male \$39.95, female \$30.76; 1897, male \$38.31, female \$30.38; 1898, male \$39.12, female \$30.84; 1899, male \$37.30, female \$29.57; the average for the period being, male \$39.58, female \$31.03. The state department method of classification did not give salaries for special and independent districts prior to 1900.

The average monthly salary (for nine months in the year), counting every member of the faculty, for the university and the normal schools is as follows:

U. of M.	Winona	Mankato	St. Cloud	Moorhead	Duluth
\$154.17	\$129.86	\$115.74	\$109.75	\$145.58	\$131.72

*In common districts only, 248,135 in 1906.

Table VIII

THE DUVALL LAW (Ohio)

The Duvall bill of Ohio recently passed both branches of the general assembly and is now a law. It provides for a minimum salary for the teacher of forty dollars per month for eight months, with state aid under certain conditions. The full text of the law is as follows:

(Senate Bill No. 103.)

AN ACT

To provide a minimum salary for teachers and state aid for weak school districts.

SECTION 1. That no person shall be employed to teach in any public school in Ohio for less than forty dollars a month; and that, when any school district in Ohio has not sufficient money to pay its teachers forty dollars per month for eight months of the year, after the board of education of said district has made the maximum school levy authorized by law, three-fourths of which shall be for the tuition fund, then said school district is hereby authorized to receive from the state treasury sufficient money to make up this deficiency. Any board of education having a deficit shall make affidavits to the county auditor, who shall send a certified statement of the facts to the state auditor. The state auditor shall issue a voucher on the state treasurer in favor of the treasurer of said school district for the full amount of the deficit in the tuition fund.

SEC. 2. No district shall be entitled to state aid, as provided in section one of this act, unless the number of persons of school age in said district shall be at least twenty times the number of teachers employed in said district.

SEC. 3. All acts and parts of acts inconsistent herewith are hereby repealed.

The law is applicable to **all** school districts.

Table IX
Summary of Relative Wholesale Prices of Commodities, 1890-1904
 (Bureau of Labor, No. 57.)
 (Average Price for 1890-1899=100)

Year	Farm Products	Food, etc.	Cloths and clothing	Fuel and lighting	Metals and implements	Lumber and building materials	Drugs and chemicals	House furnishings	Miscellaneous	All commodities
	(16)	(54)	(73)	(13)	(38)	(27)	(9)	(14)	(13)	(250)
1890	110.0	112.4	113.5	104.7	119.2	111.8	110.2	111.1	110.1	112.9
1891	121.5	115.7	111.3	102.7	111.7	108.4	103.6	110.2	109.4	111.7
1892	111.7	103.6	109.0	101.1	106.0	102.8	102.9	106.5	106.2	106.1
1893	107.9	110.2	107.2	100.0	100.7	101.9	100.5	104.9	105.9	105.6
1894	95.9	99.8	96.1	92.4	90.7	96.3	89.8	100.1	99.8	96.1
1895	93.3	94.6	92.7	98.1	92.0	94.1	87.9	96.5	94.5	93.6
1896	78.3	83.8	91.3	104.3	93.7	93.4	92.6	94.0	91.4	90.4
1897	85.2	87.7	91.1	96.4	86.6	90.4	94.4	89.8	92.1	89.7
1898	96.1	94.4	93.4	95.4	86.4	95.8	106.6	92.0	92.4	93.4
1899	100.0	98.3	96.7	105.0	114.7	105.8	111.3	95.1	97.7	101.7
1900	109.5	104.2	106.8	120.9	120.5	115.7	115.7	106.1	109.8	110.5
1901	116.9	105.9	101.0	119.5	111.9	116.7	115.2	110.9	107.4	108.5
1902	130.5	111.3	102.0	134.3	117.2	118.8	114.2	112.2	114.1	112.9
1903	118.8	107.1	106.6	149.3	117.6	121.4	112.6	113.0	113.6	113.6
1904	126.2	107.2	109.8	132.6	109.6	122.7	110.0	111.7	111.7	113.0

*Figures in parentheses show the number of articles under each heading on which average relative prices were based.

Table X

Relative weekly earnings per employee; retail prices of food; and food purchasing power of weekly earnings per employee, measured by retail prices of food 1890 to 1905. (Bureau of Labor, No. 65.)

(Relative numbers computed on basis of average for 1890-99 =100.)

Year	Weekly Earnings per employee	Relative Cost of food	Food purch. pwr of wk'ly ear'gs per employee
1890	101.0	102.4	98.6
1891	100.8	103.8	97.1
1892	101.3	101.9	99.4
1893	101.2	104.4	96.9
1894	97.7	99.7	98.0
1895	98.4	97.8	100.6
1896	99.5	95.5	104.2
1897	99.2	96.3	103.0
1898	99.9	98.7	101.2
1899	101.2	99.5	101.7
1900	104.1	101.1	103.0
1901	105.9	105.2	100.7
1902	109.2	110.9	98.5
1903	112.3	110.3	101.8
1904	112.2	111.7	100.4
1905	114.0	112.4	101.4

This table shows that in 1905 as compared with the average for the ten years from 1890 to 1899, weekly earnings per employee had increased 14.0%, retail prices of food had increased 12.4%, and the earnings of a week would purchase 1.4% more food.

Table XI

Minnesota Teachers' Expenses for Preparation, Average Salary, Living Expenses, etc., and Annual Savings for all classes.

	No. reported	Av % dependnt own earnings as tchrs	Av. Mos. spent in prep.	Av. money spent in prep.	Av. salary per yr. 1905-6	Av. living ex. 1905-6	Av. savings per yr. 1905-6
No aid rural	69	57	12	\$134.08	\$267.50	\$262.84	\$32.90
2d class rural	72	53	16.35	137.93	301.83	218.64	51.40
1st class rural	46	56	17.91	363.47	352.96	284.16	73.11
Semi-graded	18		20	362.50	414.44	383.84	91.00
1st and 2d grade	17	88	17.8	301.16	391.17	348.41	39.82
2d and 3d grade	24	79	25.4	365.53	432.29	386.05	42.08
3d and 4th grade	21	75	14.5	252.00	414.65	400.06	12.21
4th and 5th grade	56	59	19.8	388.68	435.52	371.83	21.06
5th and 6th grade	21	50	14.5	169.32	416.19	377.85	22.62
6th and 7th grade	20	53	18.5	438.33	448.13	397.24	49.70
7th and 8th grade	9		25.67	595.80	473.33	423.61	44.77
Primary grade	18	50	16.5	396.66	458.00	410.05	36.27
1st grade	78	82	20.75	403.54	523.43	466.43	29.08
2d grade	43	70	18.8	461.77	456.42	421.67	24.84
3d grade	32	63	11.05	272.73	426.65	390.85	43.41
5th grade	40	68	20.67	442.00	465.75	414.74	14.83
6th grade	33	84	23	636.73	446.76	398.62	22.48
7th grade	36	60	20.25	487.84	470.99	421.66	47.25
8th grade	15		24.75	436.00	461.84	461.90	60.66
8th and 9th grade	25	79	31.00	1090.50	577.50		41.36
Grammar grade	8		34.00	680.00	505.31	410.88	87.00
Grade Prin.	61		36.67	1043.20	702.02	557.95	128.00
High school tch.	92	63	38.9	1248.38	547.85	498.74	84.05
High school Prin.	8	88	28.75	1143.75	733.12	606.48	78.50
High school Supt.	43	83	46.96	1591.21	1143.00	857.62	245.88
Kindergarten	8	89	22.5	714.16	645.00	593.63	31.71

In this table the living expenses, averaging \$496 for teachers of all classes, are based on teachers' total estimate (see Table XII). The average annual savings for all teachers reporting is \$55.20 per year, based on teachers' figures, not on difference between salary and total expenses.

Table XII

The Annual Living Expenses of Minnesota Teachers, omitting the largest three cities, classified under ten heads

	No. Reporting	No. Years ex- perience	Rooms and board per yr.	Clothing per year	Washing per year	Traveling ex- penses per year	Books and per- iodicals	Summer School tutes per yr.	Church, charity and social	Concerts, music and recreation	Medicine, doc- tor's bills	Other necessa- ry expense	Av. Annual liv- ing expense.*
No Aid Rural	69	1.5	99.01	72.50	9.70	16.43	9.08	20.13	7.89	3.46	14.84	13.28	266.12
2d Class Rural	72	2.8	71.83	73.02	5.45	14.39	7.36	22.11	10.04	7.8	14.11	20.24	246.35
1st Class Rural	46	3.9	106.11	69.11	9.11	21.77	8.24	19.33	13.00	5.78	19.39	18.50	290.81
Semi-graded	18	8.5	197.00	76.40	9.27	24.84	12.09	11.36	12.27	9.45	12.36	19.09	384.13
1st and 2d Grade	17	7.2	161.17	90.17	10.41	23.21	7.88	19.41	10.53	6.48	5.75	9.87	345.40
2d and 3d Grade	24	4.9	156.14	102.14	13.24	28.56	6.52	13.33	9.57	7.10	18.05	13.31	368.62
3d and 4th Grade	21	5.5	157.71	100.56	18.26	32.81	13.47	13.24	14.79	8.33	5.39	20.64	385.20
4th and 5th Grade	56	4.3	162.88	112.35	16.14	24.65	5.94	13.47	12.50	6.12	5.82	12.24	372.11
5th and 6th Grade	21	4.9	168.40	81.25	15.70	28.99	9.92	12.75	15.70	8.60	5.35	33.60	380.26
6th and 7th Grade	20	5.3	180.38	90.93	13.46	32.83	8.10	8.80	11.35	8.95	6.45	17.58	378.83
7th and 8th Grade	9	7.3	196.00	112.73	17.73	28.33	11.72	13.66	14.66	6.72	10.44	17.50	429.53
Primary Grades	18	7.2	170.93	110.26	18.13	43.13	8.26	15.00	12.53	6.33	6.88	25.03	416.48
1st Grade	78	6.3	175.74	112.43	18.56	38.00	7.92	13.97	18.32	10.67	11.38	17.68	424.67
2d Grade	43	6	200.00	110.05	15.81	32.85	8.08	6.77	14.00	7.65	9.49	18.59	423.29
3d Grade	32	4.5	187.44	93.37	15.03	28.63	6.90	6.63	12.97	7.62	11.25	24.00	384.66
5th Grade	40	5.7	202.00	106.13	17.15	39.45	7.58	10.47	16.15	6.93	7.62	21.84	400.67
6th Grade	33	5.9	199.47	100.71	17.26	21.59	6.07	6.04	12.23	7.84	7.62	31.74	442.68
7th Grade	36	7.3	195.36	106.66	16.93	30.32	5.98	19.41	15.95	11.40	8.93	30.34	463.06
8th Grade	15	6.8	205.60	112.46	16.68	30.02	9.16	12.00	21.64	15.89	9.27	30.34	463.06
Grammar Grade	8		190.25	109.38	21.88	27.75	6.25	10.88	16.88	7.50	2.75	17.38	410.90
Grade Prin.	61	10.2	242.46	100.04	14.23	42.95	19.68	14.23	33.39	17.11	13.96	66.44	564.49
High School Tch.	92	5.3	207.86	108.44	18.56	43.34	12.05	10.78	21.35	14.20	6.19	33.18	475.95
High School Prin.	8	7.5	250.50	121.88	30.13	60.00	12.50	13.75	32.50	23.38	6.88	54.98	603.50
High School Supt.	43	10.9	346.56	133.40	30.00	56.67	36.35	23.25	49.06	22.46	24.00	86.93	817.68
Kindergarten	8	8.8	249.33	102.78	22.82	58.88	7.89	7.22	25.78	11.11	4.44	30.62	520.87
Average		6.2	187.27	\$100.37	\$16.47	\$33.58	\$10.20	\$13.52	\$17.39	\$9.96	\$9.91	\$27.79	426.00
Percent. of whole expense			43.91	23.53	3.86	7.87	2.39	3.19	4.08	2.34	2.34	6.51	

* The year's total expense was often given as greater than the sum of the ten items. (See Table XI.)

Table XIII

Average of Several Hundred Reports of Minneapolis teachers of personal expenses. Items not filled out could not be carefully verified.

For Table Board.....	\$172.60
For Room Rent.....	96.39
For Laundry.....	24.35
For Car Fare.....	25.13
For Membership Fees in Clubs and Societies.....	
For Church Contributions, Charity and Christmas.....	44.21
For Clothing, including repairing and cleaning.....	135.00
For Life and Fire Insurance.....	25.95
For Physicians' Bills.....	11.62
For Dentists' Bills.....	10.63
For Books, Stationery, General Culture.....	
For Theaters, Concerts and Lectures.....	
How much do you spend in attending Professional and Summer Schools?.....	5.40
What do you expend in Vacation Traveling?.....	47.90
What do you expend in Vacation Living?.....	
Do you support others than yourself; if so, to what amount annually?.....	36.90
Total.....	\$636.08
What is your present salary?.....	\$702.10
How much CAN you save?.....	
How much do you earn by private teaching, summer schools or other work?.....	6.76

The average annual salary of Minneapolis grade teachers is \$708.93, of teachers of all classes \$796.31.

